

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kettleshulme St James' Church of England Primary School			
Address	Macclesfield Road, Kettleshulme, High Peak, Cheshire SK23 7QU		
Date of inspection	23 May 2019	Status of school	Voluntary aided primary
Diocese	Chester	URN	111439

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Kettleshulme St James' is a primary school with 40 pupils on roll. The majority of pupils are of White British heritage. Very few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is below national averages. The proportion of pupils who have special educational needs and/or disabilities is below national averages. The school was judged to be good by Ofsted when inspected in April 2019.

The school's Christian vision

'Inclusion through personalisation - learning without labels to experience life in all its fullness.'
The school lays the foundation on which our children build. We demonstrate our Christian distinctiveness through three simple values- acceptance, love and forgiveness-through the teachings of Jesus. Our children grow as individuals and develop a sense of social and moral responsibility, together with a love of learning.

Key findings

- Leaders have created a distinctive, inclusive vision founded upon the school's long-standing Christian ethos and values. Although clearly articulated by members of the school family, it is not expressed explicitly in the school's public domain.
- God's love is evident in the extremely supportive relationships which nurture pupils and adults, so that all can flourish. The vulnerable and those with special needs and/or disabilities are extremely well-supported so that everyone makes a positive contribution, inspired to be the best they can be.
- The rich, creative curriculum supports pupils' spiritual and ethical development very well. They learn to appreciate the wonder of creation and take responsibility for themselves and others.
- The strong partnership with the church enriches the school's engaging collective worship. Daily collective worship inspires pupils and helps them to apply Jesus' teaching about love and forgiveness in their own lives.
- Pupils are excited by their learning in religious education (RE). Highly effective teaching supports their understanding of Christian concepts and beliefs and contributes to their appreciation of diversity. They have limited opportunities to engage with people of different faiths and cultures.

Areas for development

- Ensure that the school's Christian vision and distinctiveness is fully and explicitly expressed on the website and in public documents.
- Enhance and deepen pupils' understanding of diversity by providing more opportunities for them to meet people of different faiths and cultures.
- Establish a portfolio of pupils' work in RE to support assessment and verify pupil progress.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

The school's inclusive and aspirational vision is firmly based on long-established Christian values and Jesus' teaching. It was recently introduced and is fully understood by all members of the school family. It expresses the core purpose of the leaders and staff well. All strive tirelessly to provide the very best possible learning environment for every child. However, at present, the vision and distinctly Christian character of the school is not expressed explicitly enough on the school's website or in public documents, such as the prospectus. Leaders and staff confirm that the changes brought about by the renewed vision are having a positive impact on outcomes for pupils. This is particularly noticeable with regard to curriculum development and the focus on mental health and wellbeing. Leaders have developed a rich, creative curriculum which challenges and excites pupils. Frequent outdoor learning and the programme of residential and other visits support pupils' spiritual and personal development very well. The creative arts and music feature strongly. The high quality of pupils' work, and their responses to learning with artists and craftspeople, are reflected in the vibrant displays seen around the school. Pupils work together on major projects, such as the current drama production. They support each other and relish the opportunity to overcome challenges. For example, Class 3 pupils are sourcing local businesses to sponsor their production by advertising in the programme they design. As a result, they become confident, articulate learners, able to recognise their place in the world and the way in which they can support others. This is readily confirmed by parents, who are confident that the school 'brings out the best in their personalities.'

The school is committed to ensuring that all pupils, including the vulnerable and those with special needs and/or disabilities, flourish and achieve. This is recognised and very much valued by parents. The school's commitment to enabling pupils to 'live life in all its fullness' makes a significant contribution to levels of pupils' achievement, attainment and personal development. Pupils thoroughly enjoy all that the school offers. They attend well because they are eager to learn. They make good progress from their starting points. Levels of attainment are consistently high and above national figures. Behaviour is exemplary. This is because pupils strive to apply their understanding of the school's three core Christian values of acceptance, love and forgiveness, known as ALF. Pupils of all ages talk confidently about ALF and the way they use the values in their decision making. Provision for their spiritual and personal development is well-considered. The Christian vision permeates the enriched curriculum. Pupils regularly explore how Jesus' teaching links to their own lives, not only in collective worship and RE, but across the wider curriculum. The 'big question' approach used in RE facilitates investigation and debate extremely well. Pupils' responses, often displayed creatively through art, drama and prose, reflect the depth of their thinking. They become resilient learners who are well-prepared for the next stage in their learning journey.

Governors know the school extremely well. They are regular visitors, meeting with staff, pupils and parents. They ensure that human and financial resources are used effectively to support the needs of all pupils. Issues from the previous SIAMS inspection have been addressed. Effective monitoring procedures continue to evaluate the impact of changes. Governors recognise the challenges of working in a very small school so they strive to reduce or alleviate them where possible. The recent focus on mental health and wellbeing is helping staff to support pupils and their families. Effective use is made of a range of supportive partnerships and local school clusters. These support curriculum development, assessment and teaching and learning. The partnership with the diocese has been instrumental in developing RE and aspects of governance. Staff morale is high. They know that their efforts are valued and respected. Relationships across the school community are strong and supportive. Opportunities for professional development are made available to all staff. As a result, they were able to 'step-up' when the headteacher was seconded to another local church school. Governors have secured high quality leadership for RE and collective worship. Both are well-supported and resourced so that they make very substantial contributions to achieving the vision. The Chester diocesan RE syllabus was introduced in September 2018. The impact of the 'big question', investigational approach can already be seen in the quality of pupils' work and their very positive attitudes. The balanced curriculum ensures that pupils acquire key skills and make good progress. They are inspired by the creative approaches through which they explore belief. They have a good understanding of Christian concepts and beliefs. However, their understanding of major world faiths is not as well-developed. They have limited opportunities to meet people of other faiths and cultures or visit different places of worship. So, although RE creates a safe space for the exchange of ideas, pupils' understanding of diversity is not strong.

Collective worship is a valued and important feature of the school day. Pupils enjoy their worship experiences because they feel included and inspired. Worship themes are firmly based on the life and teaching of Jesus. As a result, pupils have a very good knowledge of Bible stories and the events in Jesus' life celebrated by Christians.

They make excellent links between Jesus' teaching, Christian values and their own attitudes and behaviour. For example, Year 5 and 6 pupils refer to the parables of the lost sheep and prodigal son as being about God's love and forgiveness for everyone. They link this to the way in which they forgive each other. Pupils also explain why they raise money for charities and support projects such as Hope for the World. This is because they want to follow the example of Jesus, show love for the less fortunate and challenge injustice in the world. Strong links with the church enrich worship and support the spiritual growth and prayer life of adults and pupils. The vicar and reader are regular visitors to school, helping with planning and leading worship. Prayer and reflection are key features of worship. Pupils know the Lord's Prayer and they write and use their own prayers, some of which have been published in the church magazine. Pupils take some responsibility for aspects of worship and they, together with staff and governors, monitor and evaluate its impact. This ensures that practice continues to evolve and improve.

The school is well-placed to move confidently into the future because the Christian vision, which is driving change, is helping to transform pupils' lives and prepare them for future challenges.



The effectiveness of RE is Good

Consistently good teaching supports and challenges pupils' exploration of religious belief and practices. Pupils are excited by their learning, through which they develop the key skills of enquiry and analysis. High quality subject leadership ensures that staff are skilled, knowledgeable and well-resourced. Although assessment is not yet fully embedded, samples of pupils' work indicate that standards of attainment for all pupils are good and in line with other core subjects. However, ongoing pupil assessment may be strengthened and supported through the use of class scrapbooks and a portfolio of evidence.

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Inspector's name and number	Anne B. Woodcock (445)